**Hamilton USD 390 Building/District Mentoring Program**

**Overview of Mentoring Program**

**New Building/District Leader Assistance**

The Kansas State Board of Education through K.A.R. 91-1-203(b)(1)(A), (b)(2)(A), (b)(3)(A), and (b)(5) requires a peer mentoring process in which all new building/district leaders participate. This includes establishment of professional development programs specifically designed for new building/district leaders who have either no prior leadership experience or are new to the school district. By offering collegial support and practical assistance, these programs should help new building/district leaders transition to the Hamilton School District.

**Goals**

* To provide new building/district leaders a professional relationship with a mentor for professional growth and development
* To provide mentors opportunities for personal growth through collaboration with new building/district leaders
* To provide meaningful and relevant mentoring support to help develop leadership skills in managing people, data, and processes in ways that promote school improvement and improve school culture and conditions

**Superintendent Responsibilities**

The superintendent is assigned as the mentor to the new principal. He/she influences the new principal in their development by acting as a guide, a coach, a confidant, and a source of inspiration. The superintendent must hold a professional license in building and district leadership and must have a minimum of three years’ experience.

**Superintendent’s Responsibilities as the Mentor:**

* **Contact with the new principal before the August 1 start date:** Provides previous principal’s files, materials, and human resources
* **Professional relationship with new principal:**  Develops strong professional relationship with new principal, based on mutual respect and trust
* **Support:** Creates supportive, encouraging environment and provides professional interaction with colleagues from the greater education community
* **Communication:** The superintendent, principal, and special education coordinator will meet weekly to bi-monthly to address any building or district concerns. A weekly report will be shared with the Hamilton School Board of Education.
* **Confidentiality:** Mentor maintains confidentiality at all times and reinforces trust.
* **Availability:** Always available to listen and answer questions
* **Observations:** Provides constructive feedback and documentation of principal observation at least twice per year using the KEEP evaluation tool, designs a structured contact schedule that provides a minimum of 40 contact hours, including three face-to-face meetings
* **Professional Development:** Provides and encourages professional development that cultivates strong leadership, provides a documented plan for providing additional training and support as appropriate (beyond the first year)
* **District Policies and Building Rules:** Continually discusses policies, rules, and cultural norms
* **ISLLC Standards:** Provides a copy of the ISLLC standards and promotes hands-on applications of the Kansas Leadership standards (based on ISSLC Standards). Holds weekly to bi-monthly face-to-face meetings that address the ISLLC Standards.
* **Evaluation of Mentor Program:** Collects the data and evaluates the effectiveness of the building leader mentor program through an end-of-program survey
* **Mentor Selection Criteria and Training:**
  + Mentor must hold a professional license in the mentoring area
  + Mentor must have a minimum of three years of experience in the area of mentoring
  + Training must address roles and processes of mentoring and coaching skills.

**New Principal’s Responsibilities**

Building leaders to new to the leadership position will participate in a mentoring program for two years, and building leaders with three or more years of leadership experience new to the district will participate in the mentoring program for one year.

* **Communication:** 
  + Shares mutual respect with superintendent and engages in both formal and informal communication
  + Seeks support and assistance when needed and reflects with the superintendent
  + Engages in in-depth conversations while seeking answers to questions
  + Uses team-based approach to solving problems
* **Evaluation Documentation:** 
  + Completes the KEEP building leader self-assessment twice a year and shares with the superintendent
  + Provides evidence to support the self-assessment
* **Professional Development**
  + Attends the new principal workshop offered through Greenbush and continues with this professional interaction with colleagues from the greater educational community
  + Completes Greenbush PDP toolbox to record professional development hours and documents other related topics
* **ISLLC Standards:** The ISLLC Standards will be content topics for ongoingsupport for mentees.Practical application of the ISLLC Standards will be as follows:
  + Shared Vision and Learning- The building leader will collaborate weekly to bi-monthly in face-to-face meetings where discussion will be held on the shared vision and learning of all stakeholders.
  + Culture of Learning- The building leader will collaborate weekly to bi-monthly in face-to-face meetings where discussion will be held on culture of learning. In addition, the building leader will collaborate with building leaders from other school districts.
  + Management- The building leader will attend the new principal workshop conducted through the Greenbush Service Center. In addition, the building leader will collaborate weekly to bi-monthly in face-to-face meetings to discuss management of building and district concerns.
  + Collaboration - The building leader will attend the new principal workshop conducted through the Greenbush Service Center. This allows collaboration with other new principals. Building leaders are to continue collaboration with other building leaders within and outside the Greenbush Service Center. In addition, the building leader will collaborate weekly to bi-monthly in face-to-face meetings to collaborate with the superintendent and special education coordinator.
  + Professional Ethics- The building leader will hold weekly to bi-monthly in face-to-face discussions on professional ethics with the superintendent and special education coordinator.
  + Advocacy- The building leader will collaborate weekly to bi-monthly in face-to-face meetings with the superintendent and special education coordinator where discussion will be held on advocacy for all stakeholders.

**New Superintendent Responsibilities**

* **Contact an area superintendent to serve as mentor before the July 1 start date**
* **Communication:** 
  + Shares mutual respect with superintendent mentor and engages in both formal and informal communication
  + Seeks support and assistance when needed and reflects with the superintendent mentor
  + Engages in in-depth conversations while seeking answers to questions
* **Documentation:** 
  + Completes the KEEP self-assessment and shares with the Board of Education
* **Professional Development**
  + Participates in professional learning designed specifically for superintendents new to the district leadership profession
* **ISLLC Standards:** The ISLLC Standards will be content topics for ongoingsupport for mentees.Practical application of the ISLLC Standards will be as follows (minimum of 40 contact hours, including at least three face-face-meetings):
  + Shared Vision and Learning- The district leader will collaborate with his/her mentor where discussion will be held on the shared vision and learning of all stakeholders.
  + Culture of Learning- The district leader will collaborate with his/her mentor where discussion will be held on culture of learning. In addition, the district leader will collaborate with district leaders from other school districts.
  + Management- The district leader will collaborate with his/her mentor to discuss management of building and district concerns.
  + Collaboration - The district leader will attend the superintendent forums conducted through the Greenbush Service Center. This allows collaboration with other superintendents. District leaders are to continue collaboration with other district leaders within and outside the Greenbush Service Center. In addition, the district leader will collaborate weekly to bi-monthly in face-to-face meetings to collaborate with the building leader and special education coordinator addressing all six ISLLC Standards.
  + Professional Ethics- The district leader will hold discussions with his/her mentor on professional ethics.
  + Advocacy- The district leader will collaborate with his/her mentor on advocacy for all stakeholders.

**Mentor Accountability and Program effectiveness**

* **Accountability** 
  + The superintendent, in collaboration with the Board of Education, will conduct a district and building leader survey to assess the mentor program’s effectiveness and success by the second week of May. The survey will assess the following: observations, weekly meetings, new building and district leader Greenbush workshop, professional development, communication, and future needs/concerns. Criteria to assess the quality of the program will be at the developing, transitioning, and implementing levels.
* No later than June of each school year, the district leader in collaboration with the Board of Education will analyze the results of the survey and make program changes/additions as needed.
* The results of the survey will be shared with the Superintendent, Board of Education, and building leader.
* As a result of the survey, observations, and evaluations, a documented plan will be devised to provide additional training and support for the new building or district leader.